DAVALLIA PRIMARY SCHOOL

2026-2029 Business Plan

Grow with Respect







Acknowledgment of Country

At Davallia Primary School,
we acknowledge, with respect and
gratitude, the Traditional Owners
of Whadjuk Noongar Boodjar
on which we stand.

We pay our respects to their Elders,
past, present and emerging.

We extend this respect to all
Aboriginal and Torres Strait
Islander peoples.



About Davallia Primary School

Davallia Primary School is located in the established northern suburb of Duncraig and is highly valued and respected by the local community. The school has developed a strong reputation for providing quality educational opportunities and for its commitment to the students and families it serves.

Established in 1974, Davallia Primary School has been an important part of the local community for more than five decades. Today, the school provides an engaging and supportive learning environment for a diverse student population of more than 550 students. We recognise that every child is an individual learner, with unique strengths, abilities and needs. We believe that all students are differently able, so our programs are designed to challenge and extend high-achieving students, while providing targeted support for those requiring additional assistance. Central to our approach is a commitment to educating the whole child, recognising that academic achievement is closely connected to students' social and emotional development, wellbeing and sense of belonging.

Our staff are dedicated, capable and committed professionals who work collaboratively to achieve the best possible outcomes for every student. Teaching and learning programs are carefully developed to ensure students are supported, challenged and encouraged to actively engage with a curriculum that is responsive to their individual needs and abilities. High expectations are embedded throughout our school culture, applying equally to both staff and students.

At Davallia Primary School, we are committed to continuous improvement and excellence in teaching and learning. Staff actively engage in purposeful professional learning, drawing on current educational research, evidence-based practice and contemporary approaches to continually strengthen their professional knowledge and skills. Through collaboration, reflection and innovation, we strive to ensure that our teaching practices remain relevant, effective and responsive to the changing needs of our students and community.



Vision

To grow resilient individuals who strive to reach their personal potential, live by our values and contribute to their community.



At Davallia Primary School, we believe education is about much more than academic achievement. Our vision reflects our commitment to developing confident, capable and compassionate young people who are equipped to navigate challenges, embrace opportunities and make a positive difference in the world around them.

Resilience

- We encourage students to embrace challenges, learn from mistakes and persevere when things become difficult

Personal Potential

- We recognise the uniqueness of every child and support each student to discover their strengths, pursue their aspirations and achieve their best

Our Values

- Respect, Responsibility, Perseverance and Innovation guide the way we learn, behave, make decisions and interact with others

Contribution

- We empower students to understand their role in the community, care for others, take responsibility and make a positive difference

What we want for every Davallian

We want our students to leave Davallia Primary School with resilience to overcome challenges, the confidence to pursue their potential, the character to live by strong values and the compassion to make a difference.

Our School Values

Our four core values are at the foundation of our school culture.

They provide a shared framework that guides the way we learn, interact and contribute to our school community. Through Respect, Responsibility, Perseverance and Innovation, we encourage students to make positive choices, take ownership of their actions, support one another and approach challenges with confidence and determination.

These values help foster a strong sense of social responsibility, belonging and collective team spirit — a spirit we proudly refer to as being a 'Davallian'.

Respect

- To show respect we consider others, really listen, are well mannered, follow rules, forgive mistakes and value uniqueness

Responsibility

- To show responsibility we own our behaviour, think before we act, commit and follow through and lead by example

Innovation

- To show innovation we imagine, be creative, try something different, take healthy risks and learn from our mistakes

Perseverance

- To show perseverance we look for solutions, do our best, work hard and celebrate effort



About this Plan

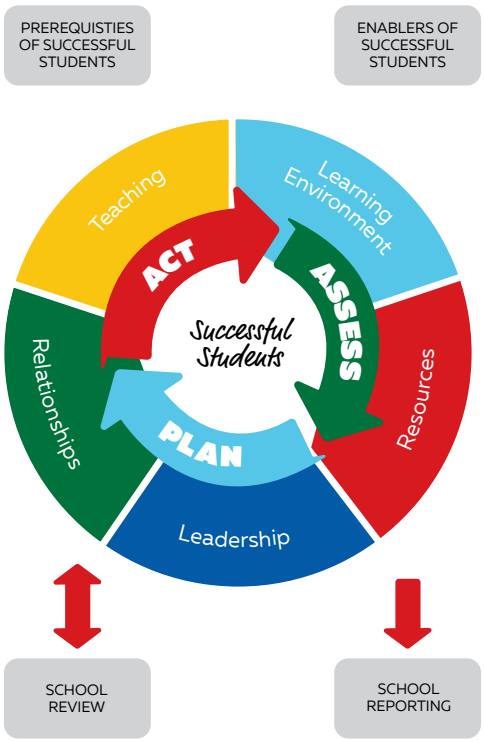
This plan has been developed through a collaborative process involving staff, students, families, the wider school community and the School Board. Together, this strategic direction places successful student learning, wellbeing and achievement at the heart of all school planning and decision-making.

The plan aligns with and is supported by a range of complementary documents, including operational plans, the Workforce Plan, the Department of Education's Statement of Expectation and Strategic Plan.

The targets outlined in this plan provide clear indicators of progress towards our strategic foci:

- Excellence in Teaching and Learning
- Learning Environment – Safe and Inclusive
- Relationships and Partnerships
- Leadership – Collaborative, Distributive and Effective

Successful students remain at the centre of our school improvement efforts. We evaluate our practices and priorities through their impact on student learning, wellbeing and achievement. We use relevant data and evidence to identify areas for improvement, develop targeted strategies and monitor their effectiveness to ensure continuous improvement across the school.



Successful Students

High-Quality Teaching and Learning

High-quality teaching grounded in innovative, evidence-informed best practice is central to improving student achievement. Our school fosters a culture of high expectations, where students are encouraged to take ownership of their learning and strive to 'give their best, always'. Highly effective teachers collaborate, use meaningful achievement data and implement differentiated learning programs to ensure every student is supported to achieve their potential.

Inclusive and Caring Learning Environment

We believe students learn best in environments that are inclusive, safe and stimulating, where they feel valued, supported and a strong sense of belonging. We prioritise positive behaviour, student wellbeing, pastoral care and regular attendance to create the conditions for successful learning. We foster a culture of self-acceptance and self-respect, encouraging students to take ownership of their learning, strive to reach their potential and feel confident to take risks, embrace challenges and learn from their experiences.

Strong Respectful Relationships and Partnerships

Supportive, trusting and respectful relationships are fundamental to student achievement, wellbeing and a strong sense of belonging. Our teachers recognise their important role in nurturing the potential of every student and creating learning environments where students feel valued, supported and confident to challenge themselves. Positive teacher–student relationships foster engagement, resilience and a willingness to take risks, learn from mistakes and strive for success. We also recognise the vital role of strong partnerships with parents, carers and the wider community in supporting every student to thrive.

Collaborative Leadership

Effective school leadership builds a culture where highly skilled staff collaborate, share expertise and contribute to continuous improvement. We recognise that strengthening teaching quality has the greatest impact on student learning and achievement. Through our Business, School Improvement and Operational Plans, we provide a clear strategic direction across the five domains. Our distributed leadership model creates meaningful opportunities for staff to lead and contribute, while student leadership and student voice are embedded as important elements of our school culture.

Resources

The strategic, flexible and innovative use of school resources is essential to maximising student outcomes. Guided by our Strategic and Operational Plans, we allocate human, material and physical resources in a targeted and responsive way to meet the learning and wellbeing needs of all students. Effective resource allocation, aligned with school improvement priorities, ensures resources are used efficiently to support student achievement and whole-school improvement.

Focus 1: **Excellence in Teaching and Learning**

Targets:

- NAPLAN mean score in Year 3 and Year 5 to be comparable to that of 'Like Schools' across all assessments.
- The percentage of students achieving in the top 20% of all schools to be comparable to that of 'Like Schools'.
- The percentage of students achieving in the bottom 20% of all schools to be comparable to that of 'Like Schools'.
- Students to make or exceed expected progress in literacy and numeracy when comparing Pre-Primary On- Entry assessment data to Year 3 NAPLAN data.

Focus	Strategic Direction of Davallia Primary School
Embed the Western Australian Curriculum in planning, teaching and assessment.	• Collaborative structure developed to facilitate year level moderation, data-informed planning, and teaching and assessment practices. • Further develop our engagement in moderation opportunities with Carine Network of Schools. • Develop common understandings of teaching and learning through collaboration. • Strategically utilise professional learning opportunities, classroom observations, and collaborative planning time to inform staff meeting agendas, facilitating the sharing of best practice, moderation of student work, and the development of common assessment tasks. • Ensure school timetable is structured to allow for collaborative DOTT time for all year levels. • Embed EYLF/ NQS / Kindergarten Guidelines.
Ensure Performance and Development is aligned to the AITSL Standards.	• Staff use AITSL Professional Standards as the basis of reflection on their professional practice. • Further develop the peer coaching model as the basis for classroom observations. • Professional Development and planning to be linked to whole school direction and practice.
Cater for the academic needs of students through differentiated curriculum.	• Engage in targeted PL to develop a common understanding of quality differentiated practice. • Teachers collaborate and utilise On-Entry, NAPLAN, PAT, Brightpath, PEAC data to assist in developing targeted differentiation to cater for individuals, groups and sub-groups within the cohort. • Teachers seek student feedback on the impact of their teaching (teacher clarity/student voice). • Provision of accommodations and adjustments such as providing assistive technology e.g. C-Pens, and keyboards where appropriate.

Focus 1: **Excellence in Teaching and Learning**

Focus	Strategic Direction of Davallia Primary School
Whole School pedagogical practices will continue to be embedded.	• Embed evidence-based programs that address areas of need identified through data analysis, while continuing to research and implement innovative practices that enhance student outcomes. • Implement a critical and creative thinking focus across all operational plans. • Revise the instructional model of effective practice to further enhance whole-school curriculum approaches. • Engage with the Quality Teaching Strategy and Teaching for Impact to increase staff knowledge and capacity of high-quality instruction through PL, coaching and mentoring. • Collaborate with the Carine Network to build capacity of staff through high-quality professional learning. • Provide new staff and staff transitioning to new year levels with the training, guidance, and ongoing support required to deliver effective teaching and high-quality pedagogical practice. • Provide all staff with ongoing formal and informal feedback on their classroom practices.
Enhancing data and assessment literacy.	• Strengthen data literacy through ongoing PL, year level sessions and engaging with online platforms. • Analysis informs targeted interventions and collaborative planning. • Data from On-Entry, NAPLAN, Brightpath and PAT are analysed to assess student achievement and progress and to inform planning. Data to be used to plan for individual student achievement and progress. • Continue with a strong year level focus on the analysis of cohort data to inform differentiated planning. • Strengthen the use of data to track longitudinal achievement and progress for individual students and student cohorts. • Curriculum Leaders to support whole school and staff data literacy capacity. • Staff use the SCSA Judging Standards and other tools (e.g. Brightpath) to inform consistent grade allocations.
Continue to implement early identification and intervention programs across K-2.	• Learning programs are aligned to the EYLF/ NQS/ Kindergarten Guidelines/ SCSA. • Continue to implement current and evidence-based early literacy intervention programs (Sounds Write) for students identified as 'at risk'. • Investigate early years Maths intervention • Use assessment data to identify and track students at risk. • Undertake a NQS verification. • Continue providing Kindy Speech Screening. • NCCD • Identifying suitable EYE candidates.

Focus 2: **Learning Environment – Safe and Inclusive**

Targets:

- Positive attendance rate to be maintained at >90%.
- Student behaviour records reflect increasing levels of self-regulation and resilience.
- Student feedback indicates Davallia Primary School is a safe and inclusive environment.
- All school attendance and engagement difficulties are case managed.

Focus	Strategic Direction of Davallia Primary School
Strengthen practice in addressing students' social and emotional wellbeing. Ensure neurodivergent students and those with disabilities are given appropriate supports.	• Continue to apply a case management model involving all stakeholders. The wellbeing of students and staff with disabilities is regularly monitored through a range of measures, including wellbeing survey data, to inform planning and decision-making. All stakeholders are expected to foster an inclusive culture and work collaboratively to meet identified needs. Strong partnerships are maintained with parents, SSEND consultants, and allied health professionals to support the wellbeing, participation, and success of students. • Health and wellbeing programs will align with Zones of Regulation, Protective Behaviours and our School Values. • Chaplaincy program to be further embedded. Implementation of programs which target areas of need e.g. Rainbows. • Provision of a diverse range of supervised activities during recess and lunch breaks to cater for the varied needs and interests of students (Friendship Games, Construction Club etc). • Wellbeing Committee to oversee wellbeing practices within the school according to the Wellbeing Policy. • Continue to embed School Values as the basis of all school operations. • Teachers build respectful and trusting teacher/student relationships in every classroom. • Maintain and strengthen high-quality transition frameworks across key entry and exit points, including Kindergarten, Pre-Primary to Year 1, and Year 6 to secondary school, through collaborative partnerships with families, community agencies, school psychology services, and secondary school transition teams.
Student Voice	• Continue to consult students, as appropriate, about decisions which impact them, such as IEP input. • Student voice data is collected and analysed through Student Councillor meetings, student wellbeing surveys, and other consultation processes to inform decision-making. • There is evidence of student driven initiatives. • Maintain Peer Mediators program.

Focus 2: **Learning Environment – Safe and Inclusive**

Focus	Strategic Direction of Davallia Primary School
Continue to develop respect and a concern for the rights of others.	• Maintain the strong culture and concept of what it is to be a good 'Davallian'. • Continue to follow the Whole School Positive Behaviour Policy, focusing on positive behaviours. • Continue to incorporate Restorative Practice strategies and Good Standing. • Behaviour support plans are developed for students at risk. • Embed values as the basis of school culture through all aspects of the school. • Acknowledge and celebrate the positive application of our values through assemblies, newsletters and awards. • Maintain the Aussie of the Month program.
Create a contemporary, purposeful and sustainable learning environment.	• Buildings and facilities are well maintained. Continue to improve to meet the ongoing needs of the school. • Continue to upgrade and enhance outdoor spaces in partnership with the P&C and community partnerships (Care for Kids). • Embed sustainability initiatives within the school to further reduce our carbon footprint. This will include waste reduction, recycling and strategies aligned with our sustainability garden.
Staff Wellbeing	• Strengthen and further develop the 'Wellbeing Committee'. • Use Staff Wellness Survey data to inform the ongoing development, implementation, and evaluation of the Staff Wellbeing Plan as part of the school's continuous improvement cycle. • Development of a Workload Committee.



Focus 3: **Relationships and Partnerships**

Targets:

- Professional relationships between staff are fostered and evidenced through collaboration.
- Staff, student and parent relationships are respectful.
- Clear communication strategies are evident within the school and with key stakeholders.
- Parent and carer satisfaction feedback is positive.
- The Board fulfills its' role in supporting school governance.

Focus	Strategic Direction of Davallia Primary School
Foster positive, respectful and meaningful relationships with all students.	• Strengthen student voice by creating meaningful opportunities for students to share their ideas, perspectives and feedback. e.g. student surveys, classroom suggestion boxes. • Strengthen teacher-student relationships through positive, respectful and trusting interactions in every learning environment.
Strengthen the partnership between the school, School Board, P&C and broader school community.	• Strengthen collaboration with the School Board to progress governance priorities and future planning, sharing communication updates with staff and community. • Strengthen collaboration with the P&C to maximise community support, fundraising and school events. • Increase opportunities for parents and carers to engage in school life and activities. e.g. excursions, gardening & arts. • Use school survey feedback to inform planning, respond to community perspectives and sharing with staff. • Leverage the knowledge, skills and expertise within our community to enrich student learning and school initiatives. • Build on and maintain strong community culture with events such as discos, special event days, colour run/lapathon, family fun night, open night. • Provide PPP training (staff and community). • Develop and implement a Parent/Carers Code of Conduct.
Expand and strengthen connections with local organisations, professionals and the wider community.	• Develop and maintain productive partnerships with local businesses, community organisations and allied health professionals. • Identify additional opportunities to strengthen student wellbeing and support services through therapist programs, Care for Kids, sporting groups, Waste Wise and local Indigenous community connections e.g. CSHS Jinjeejerdup 'Follow the Dream Program'.

Focus 3: **Relationships and Partnerships**

Focus	Strategic Direction of Davallia Primary School
Ensure communication throughout the school is timely, consistent and effective.	• Moving to Compass as the primary family communication platform (permission slips, notices etc) upskilling staff in Compass functionality. • Maintain timely publication and distribution of the School Newsletter and community notices. • Further develop the school website as an accessible and reliable information source. • Strengthen administration oversight and coordination of the school website. • Provide clear and constructive information to families about student progress through varied communication methods. • Review and refine assessment and reporting practices to ensure a consistent whole-school approach, regularly providing training opportunities for staff.
Strengthen and embed meaningful partnerships with local high schools and collaborate with network primary schools.	• Strengthen transition processes through ongoing collaboration between Year 6 teachers, CSHS and other secondary schools. • Work with CSHS to establish shared terminology, consistent expectations and approaches to transition, while maintaining communication with support staff to prepare students for SAER processes. • Explore opportunities for specialist teachers from secondary schools and network primary schools to collaborate with and share expertise with primary school specialist staff. • Build on networking model across local primary schools to share expertise, policy and curriculum development and PL.
Leverage community connections and local expertise to broaden and enrich student learning.	• Embed excursions, incursions and local visits within learning programs to provide authentic learning experiences. • Strengthen connections with the City of Joondalup and utilise local landmarks, historical sites and community facilities to enrich learning. • Build respectful relationships with local Aboriginal communities, organisations and cultural resources to strengthen cultural understanding. • Leverage the skills, knowledge and expertise of parents and carers to enrich classroom learning.

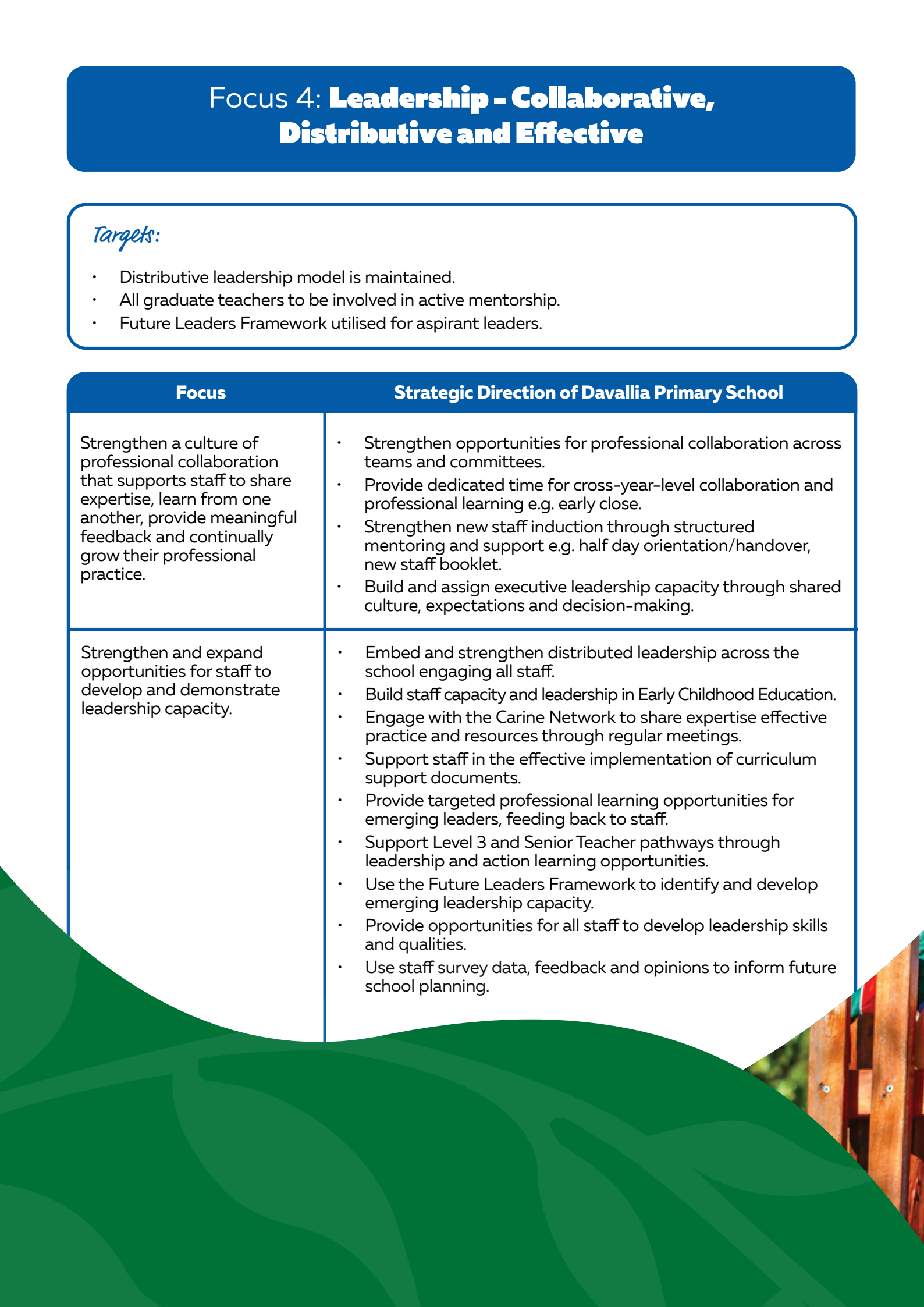


Focus 4: **Leadership – Collaborative, Distributive and Effective**

Targets:

- Distributive leadership model is maintained.
- All graduate teachers to be involved in active mentorship.
- Future Leaders Framework utilised for aspirant leaders.

Focus	Strategic Direction of Davallia Primary School
Strengthen a culture of professional collaboration that supports staff to share expertise, learn from one another, provide meaningful feedback and continually grow their professional practice.	• Strengthen opportunities for professional collaboration across teams and committees. • Provide dedicated time for cross-year-level collaboration and professional learning e.g. early close. • Strengthen new staff induction through structured mentoring and support e.g. half day orientation/handover, new staff booklet. • Build and assign executive leadership capacity through shared culture, expectations and decision-making.
Strengthen and expand opportunities for staff to develop and demonstrate leadership capacity.	• Embed and strengthen distributed leadership across the school engaging all staff. • Build staff capacity and leadership in Early Childhood Education. • Engage with the Carine Network to share expertise effective practice and resources through regular meetings. • Support staff in the effective implementation of curriculum support documents. • Provide targeted professional learning opportunities for emerging leaders, feeding back to staff. • Support Level 3 and Senior Teacher pathways through leadership and action learning opportunities. • Use the Future Leaders Framework to identify and develop emerging leadership capacity. • Provide opportunities for all staff to develop leadership skills and qualities. • Use staff survey data, feedback and opinions to inform future school planning.



Focus 4: **Leadership – Collaborative, Distributive and Effective**

Focus	Strategic Direction of Davallia Primary School
Promote student leadership and student voice.	• Give opportunities for students to develop leadership skills and qualities. • Identify roles in which students are able to experience leadership. • Use surveys and discussion to identify student opinions and inform future school planning.
Apply AITSL standards and processes for reflection and professional growth.	• Ensure Performance and Development and classroom observations are linked to identified Department, school and personal teaching and learning priorities. • A flexible, purposeful approach to Performance Management and class observation. • Build on the culture of shared growth and leadership as a part of all school processes and staff conduct. • Provide opportunities for staff with expertise to assist in providing PL for others.



School Song

Leading the way will be dark green and red
D for Davallia, always ahead
Working together as good schools do
Come sing along with us too

Davallia... Davallia... D-A-V-A, double L-I-A
Davallia... Davallia... Here's to our school Hip Hooray

Grow with respect in this school which is ours
Over all others Davallia towers
Trying so hard in whatever we do
To Davallia we'll always be true

Davallia... Davallia... D-A-V-A, double L-I-A
Davallia... Davallia... Here's to our school
Hip Hooray, Hip Hooray













DAVALLIA PRIMARY SCHOOL

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